Yr 2 Unit: What is an Average Kid?

Students will view and analyse toy catalogues in terms of how the text influence consumerism and stereotypes. By collecting real data and critically examining advertisements, students are to make recommendations to a local preschool about the purchase of appropriate toys

Ways of Working

- Reflect on learning to identify new learnings
- Identify mathematics in everyday life
- Pose basic mathematical questions and identify simple strategies to investigate solutions
- Students identify the purpose for design ideas
- Generate simple ideas for designs
- Communicate major features of their designs using 2D & 3D visual representations and words
- Pose questions for investigations
- Plan simple investigations based on questions
- Draw conclusions and give explanations using information and evidence
- Identify purpose, audience and text type
- Interpret how people, characters, places, events and things have been represented
- Reflect on and identify how language elements in texts represent people, places, characters, events and things in similar and different ways

Deep Understandings

- We do not all fit into stereotypes
- Our culture, society and family background all influence our choices
- Things we enjoy reflect our interests, lifestyles and family background
- Advertising is used to influence people to buy particular things

Significant Questions

- What makes a good toy?
- What influences our choices?

Students bring along a toy they like playing with. They compare and contrast the toys in terms of gender differences and similarities (what did the boys bring compared to girls)

How did they obtain the toys?

Discuss what a stereotype is and develop 2 posters to represent boys and girls.

Do you agree & why?

Research what children from other cultures play with.

Use photos, films

Discuss how a toy catalogue would be different for different cultures

Decide on how you can collect data about what preschoolers like to play with eg observation, survey of teachers/students etc... Use this to gather real data from the preschool.

As a class examine and make comments on the visual and written features of a toy catalogue to determine who the intended audience is. Look at the people in the illustrations (gender, age what they are doing), colours, descriptive words, and names of toys.

Are some of the pages designed for girls, boys or both? Why?

Do you agree about the messages (stereotypes) in the catalogue?

As a class, identify a list of features (colour, words, models) that could be used in a toy catalogue that would represent your class.

Students in groups make and explain a toy catalogue suitable for a preschool.

Swap with another pair to proof read and help with

As a group task use your data gathered develop a design brief for a new toy or adapt an existing toy to cater to the interest of at least one child you have surveyed.

Discuss how other advertisements you have seen distinguish between girls and boys.

Get feedback from the preschool about the toys you recommended in terms of whether they meet the needs of typical preschooler

Students need to make a list of toys to recommend as appropriate toys for young children and justify their choices.

Present an oral report about what you have learnt about toys, advertising and stereotypes. Make sure you mention whether you believe girls and boys are portrayed differently in advertisements? How could you use your knowledge to give advice to the preschool about what toys to buy?

Ideas, hints and comments

- Read stories & nursery rhymes and examine stereotyping
- Develop a glossary of words students can use
- Examine survey questions, focus on what they want to find out and the type of questions that will get them the answers

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Year Level	Unit Title	duration
Yr 2	**Average Student**	6 **weeks**

Identify Curriculum

Dimension 1 **Attitudes and Perceptions**
Dimension 5 **Habits of Mind**

Select the Essential Learnings, school priorities and context for learning

Rationale:
This should explain why this unit is relevant for the particular group of learners. It should include details about how this builds on prior units and learning, what the goals are for this unit and what the issues might be for (some) learners.

In today's society advertising plays a strong role in shaping our ideas and beliefs of what is desirable and what is the norm. This unit of work will address issues about the power of media and how it influences our choices, as a vehicle to understand these concepts students will view influences on toy marketing by the media. Students will have to think like a mathematician to gather and interpret data from both primary and secondary sources and come up with their own conclusions. This will involve students viewing and analysing toy catalogues in terms of how the text influences consumerism and stereotypes. By collecting real data and critically examining advertisements, students will be able to make informed recommendations to local preschool/parents about the purchase of appropriate toys.

Dimension 2 **Acquire and Integrate Knowledge**
Dimension 3 **Extend and Refine Knowledge**

Knowledge Development: The focus of Teaching and Learning (ELs)

Deep Understanding
What the students will know and understand from the unit

- We do not all fit into stereotypes
- Our culture, society and family backgrounds and values all influence our choices
- Things we enjoy reflect our interests, lifestyles
- Advertising is used to influence people to buy particular things

Key Question:
What is the focus question that will guide their learning?
- What makes a good toy?
- What influences our choices?

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Host KLA	Essential Learnings	
	Ways of Working	**Knowledge and Understanding**
Maths	• Identify mathematics in everyday life • Pose basic mathematical questions and identify simple strategies to investigate solutions • Reflect on learning to identify new learnings	• Data can be collected using simple surveys and observations to respond to questions • Data can be organised in lists, picture graphs and bar graphs
Technology	• Students identify the purpose for design ideas • Generate simple ideas for designs • Communicate major features of their designs using 2D & 3D visual representations and words • Reflect on learning to identify new learnings	• Designs of products are influenced by purpose, audience and availability of resources
SOSE	• Pose questions for investigations • Plan simple investigations based on questions • Draw conclusions and give explanations using information and evidence • Reflect on learning to identify new learnings	• Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging
English	• Identify purpose, audience and text type • Interpret how people, characters, places, events and things have been represented • Reflect on and identify how language elements in texts represent people, places, characters, events and things in similar and different ways • Reflect on learning to identify new learnings	• The purpose of speaking and listening includes exchanging information, exploring and sharing ideas, entertaining, supporting relationships, giving opinions and getting things done. • Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways. • Words and phrases, symbols and images and audio have meaning

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Develop Assessment

Dimension 4 Using Knowledge Meaningfully

Plan a variety of assessment instruments and opportunities to collect comprehensive and meaningful evidence of learning

Type of Assessment	**What will be assessed** *(for timing of assessment see unit overview)*
Key assessment task or culminating task	.In groups' students are to critically reflect on toy catalogues and how they portray young children in the context of play. They need to develop a way of gathering real data to make judgements about whether misconceptions are being portrayed through advertising. From their findings they are to design or adapt a toy to cater for interests of an authentic audience as well as making a recommendation both written and verbal about toy selections for the future. **Assessable elements** Written • Students need to make a list of toys to recommend as appropriate toys for young children and justify their choices. • Students in groups make a toy catalogue suitable for a preschool which they can explain and justify. • As a group task use your data gathered develop a design brief for a new toy or adapt an existing toy to cater to the interest of the children you surveyed. Spoken • Present an oral report about what you have learnt about toys, advertising and stereotypes.
Formative assessment to scaffold task	• Critically reflect on the text, images and messages portrayed in a toy catalogue • Develop and use data collection tools to gain an insight and ideas • Give warm and cool feedback • Group work and collaboration

Make judgements

Dimensions of Learning Reflective Tool

Consider how judgments will be made about the quality of learning using the evidence in student responses: *Purpose of assessment and assessable elements*

1. Attitudes & Perceptions	**2. Acquire & Integrate Knowledge**	**3. Extend & Refine Knowledge**	**4. Use knowledge Meaningfully**	**5. Habits of Mind**
Classroom Climate	**Declarative**	Comparing	Decision Making	• Persisting • Clarity & precision • Managing impulsivity • Data through senses • Understanding/empathy • Creating, imagining, innovating • Thinking flexibly • Wonderment & awe • Meta cognition • Responsible risk taking • Striving for accuracy • Past knowledge, new situations • Finding humour • Interdependent thinking • Question/pose problems • Continuous learning
Acceptance by teacher/s & peers	Construct meaning	Classifying	Problem Solving	
Comfort & order	Organise	Abstracting	Invention	
Classroom Tasks	Store	Inductive Reasoning	Experimental Inquiry	
Value & Interest	**Procedural**	Deductive Reasoning	Investigation	
Ability & Resources	Construct Models	Constructing Support	System Analysis	
Clarity	Shape	Analysing Errors		
	Internalise	Analysing Perspectives		

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Sequence Learning

Dimension 2 Knowledge Focus

Plan learning experiences and teaching strategies to respond to the needs and interests of the learner.

Declarative Knowledge (What do I want my learners to know?)	Procedural Knowledge (What do I want my learners to be able to do?)
Types of data collection tools	Data collation and representing data (surveys and bar graphs)
Affects of media and advertising	Critically reflect on texts and images
	Design process

Vocabulary	Concepts
Media, advertising, stereotypes	stereotyping
Graphs, survey, data, conclusion, evidence	

Specific Student Needs and Adjustments

DIM 1 & 5

Sample comments

Specific student needs	Adjustments and considerations
Profiled the class using a Multiple Intelligence test	Wide range of intelligences, with a concentration in the verbal/linguistic area
Class responds best to regular interaction and discussion within learning	Provide learning opportunities for down loading information and engaging in discussion to consolidate ideas, timed every 20/30 minutes to create time and make space to learn
25% class are from indigenous and or ESL	Incorporate and demonstrate cultural perspectives and knowledge in content and processes throughout unit
2 male students identified with significant behavioural issues	Establish communication book with parent/caregiver and build in responsible roles within class and group work and respond to positive behaviour with public & private recognition; set and maintain clear & realistic expectations

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Key Resources for Unit (People, texts, AV, technology, websites etc)

NOTE: *Set texts to be nominated in each KLA.*
Websites to be sourced at point of delivery for currency and availability.
This unit requires a team of middle school teachers to deliver in collaboration.
IT, literacy and numeracy and cultural perspective are embedded features.

Day 1 LEP for each host KLA	**ELs focus** *(LMQ 2)*	**Learning Experiences What is to be taught? Sequential Strategies**	**Main DoL focus**	**Main Resources** ***(LMQ4)***	**Who will do what?** ***(LMQ6)***	**Check for learning/ Assessment** ***(LMQ7/DIM 4)***

UNIT TIMETABLE

WEEK BEG.	MON	TUES	WED	THURS	FRI

(Your next step would be to develop learning experience plans. LEPs provide the specific detail of how specific strategies and sequences will come together.)

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Use Feedback

Consider how and when to provide feedback.
Ways to monitor learning and assessment:

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Individual Lesson Ideas

Linked to DoL

1.

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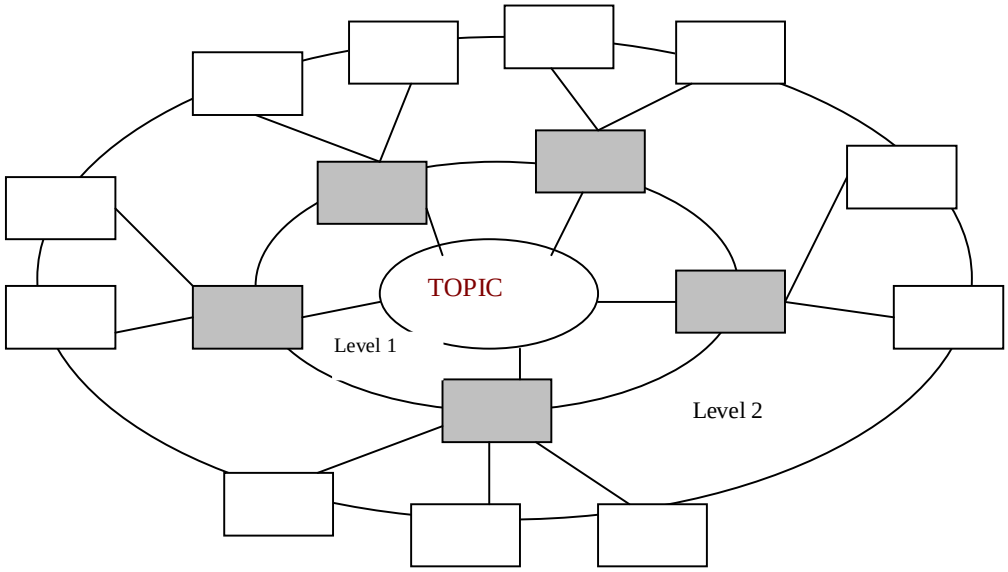
Dimension 2: Acquiring Knowledge
Constructing meaning through prior knowledge could be changed to a KWL task about stereotyping instead of a brainstorm which only focuses on what they know.

What do we know about Stereotyping - Brainstorming Activity

a) **Individually list the things you like in terms of sport, food, toys, games, colours, movies, books, characters etc…..**
b) **As a class brainstorm all you know about what a typical boy likes**
c) **Think of all the ideas you can on this topic and write them in the squares in level 1. Add more squares if you need to e.g. sporty**
d) **Now look at your ideas in level 1. Take each one in turn and think of all the ideas about it that you can write into level 2. Add more squares if you have lots of ideas. E.g. If one of your first squares was on sport, write down some sports that are typically liked by boys e.g. football**
e) **Continue to build out the web until you exhaust all your ideas.**
f) **Complete a similar web but for images, ideas and things we connect with typical girls**
g) **From the brainstorming lists give yourself a tick for each of the things that you also described as what you liked. Did you get any ticks from the boy/girl web?**
h) **Are there such things as a typical boy or girl?**

BRAINSTORMING:



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Dimension 2: Acquiring Knowledge
Storing - Frayer Model

Your definition of stereotyping	examples
Additional information	Non-linguistic representation

Stereotyping

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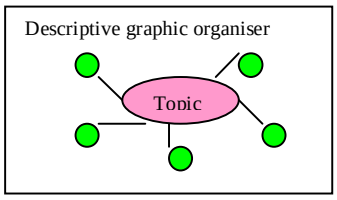
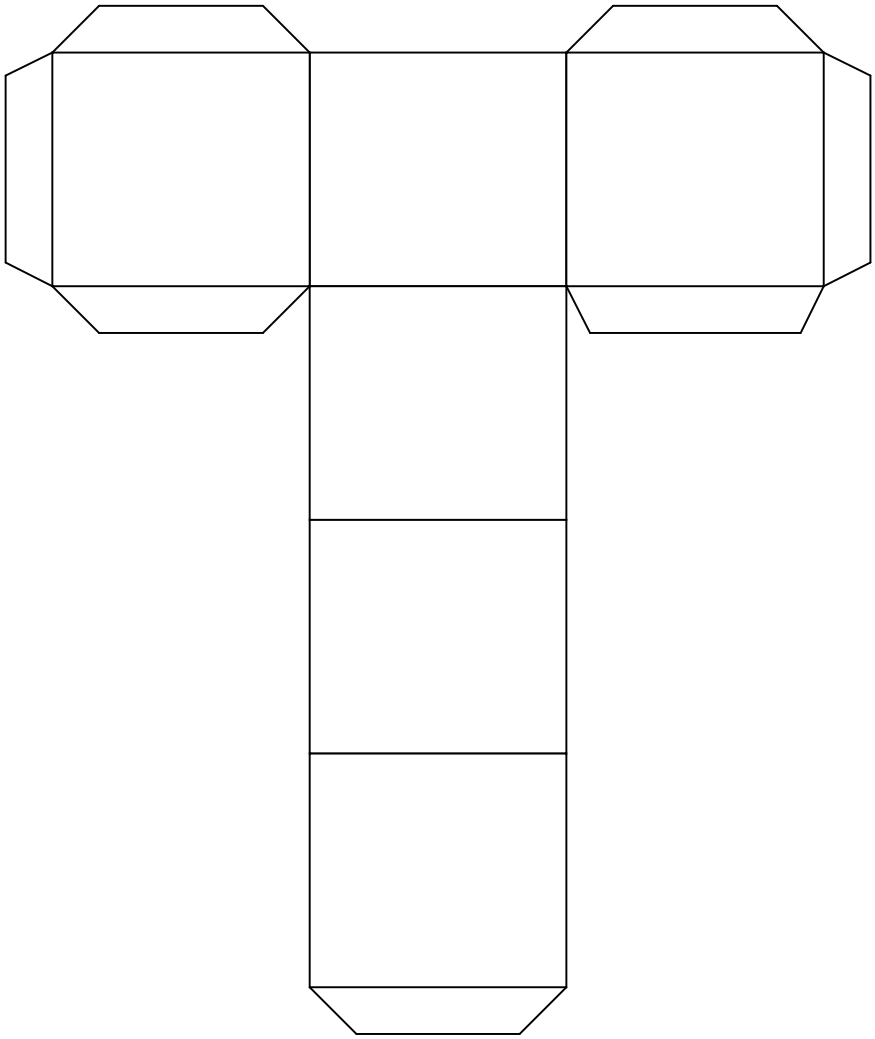
Dimension 2: Acquiring Knowledge
Organising



Descriptive Cubes

Instead of using a graphic organiser for descriptive patterns, the concept has been modified into making a descriptive cube.

1. Make a template similar to one below; make sure each section is a perfect square. Fold the paper along the dotted lines and tape together.
2. Look through a toy catalogue and select toys you would image would be suitable for a typical boy or girl use your information you have gathered about stereotyping to help you.
3. You will need to select 6 toys you think would best suit a typical boy/girl your age.
4. Glue or draw your toys pictures on each side of the cube before you construct the cube. Include a word or a sentence that connects each illustration e.g. sporty
5. Join your cube with 4 to 6 other class members' cubes and display the cubes as a mobile.



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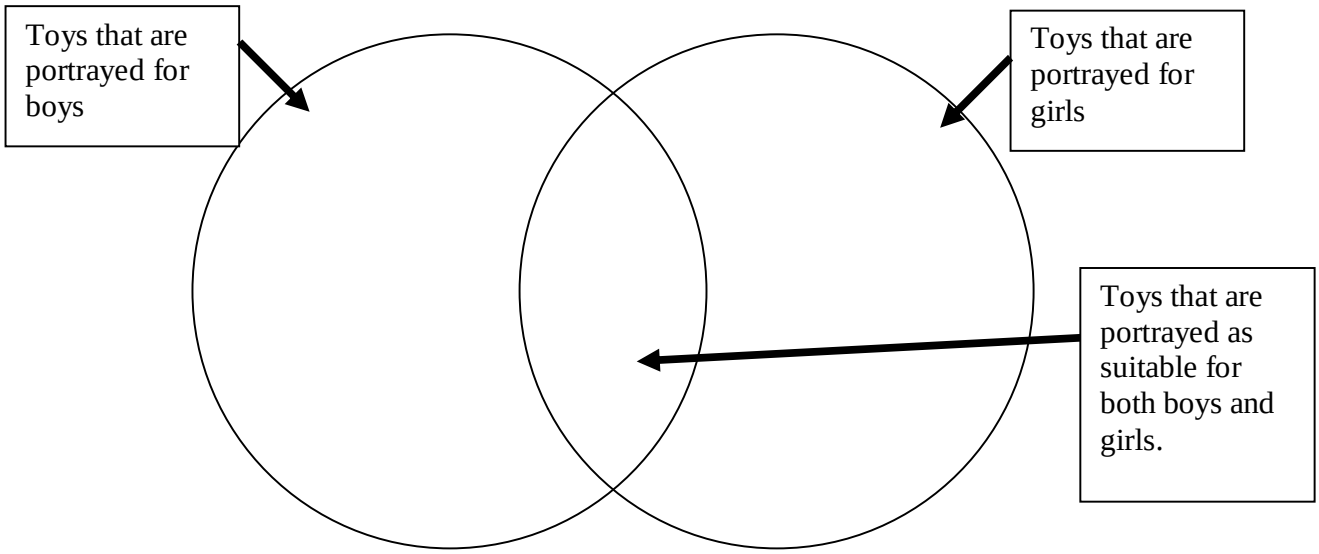
Dimension 3: Extending and refining knowledge

Comparison: Venn diagram

Toys who are they for?

Examine toy catalogues and identify which toys are portrayed as being for boy and girls



Reflections:
What conclusion can you come up with from the data in terms of what boys and girls like?

Do you agree with the information?

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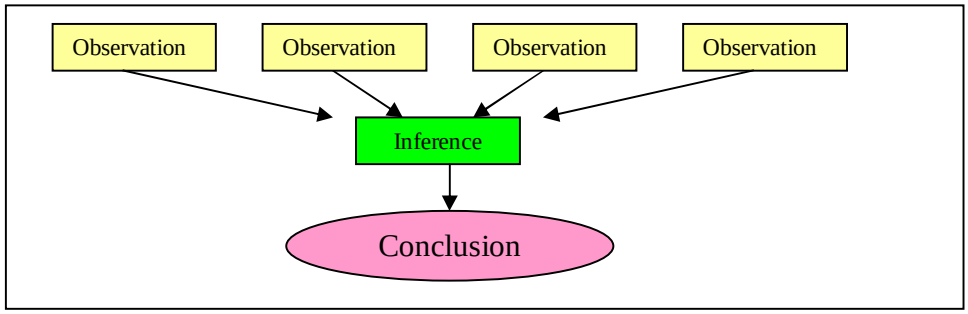
Dimension 3: Extending and refining knowledge
Inductive Reasoning

Inferences and Observations Poster
Examining Toy Catalogues

Inductive reasoning – is the process of inferring (making) general conclusions from specific information or observations



What do I Do?

a) Plan the layout of your poster on a sheet of paper – sometimes it is easier to think about girls and boys separately and comment on them individually.

b) Use different display areas for different types of observations you can use words as well as pictures to help you with your data gathering. Remember observations are **facts** e.g. what you observed the girls tended to wear etc…

- Types of words used in descriptive language for both boy and girl sections
- Clothing children are wearing
- Colours and other visual prompts
- Types of actions and settings
- Others…..

c) What inference could you come up with from all your observations, remember an inference is an **educated guess** based on your observations

d) Write a short conclusion about whether you think toy catalogues are based on stereotypes, remember to give reasons for your choices.

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Dimension 3: Extending and refining knowledge
Classifying

Classifying Our Favourite Toys

Session 1:

a) In small groups each of the students share a favourite toy that they like to play with to their group giving a reason why it is their favourite toy
b) Each child in the class writes down the name of their favourite toy and draws a simple picture of it on a small square of paper.

Session 2:

c) Teacher collates the small pieces of paper and collates them onto a piece of A3 9may require a few pieces), which is then photocopied so that each group has a complete set of the class's favourite toys
d) Students in groups then cut up the images of the favourite toys and they classify into categories.
e) Once groups are happy with how they have classified the toys they written a brief criteria for each of the categories
f) Students then walk around the room and comment of how other groups have classified the same toys based on their different or same categories.

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Dimension 4: Use Knowledge meaningfully
Investigation

What does an average 5 year like in terms of toys?

Students will use an investigation process to clarify any contradictions that may be displayed through media as to what an average boy or girl likes to play with.

1. Students are to agree on a question to investigate linked to the concept of stereotyping and toy catalogues
2. Students are to first reflect on what they know about a topic and list any contradictions or confusions that might exist on the topic e.g. educational toys are better than other toys
3. Students are to develop a list of questions they can get the children from the preschool class to answer to give them some data to help them make some decisions.
4. Students are to represent their data in various forms (table and a graph)
5. Students are to come up with a resolution or a conclusion from their data and investigation
6. How could students use their knowledge to give advice to the preschool about what toys to buy?
7. Students need to make a list of toys to recommend as appropriate toys for young children and justify their choices.
8. Students are to present an oral report about what they have learnt about toys, advertising and stereotypes. Making sure they mention whether they believe girls and boys are portrayed differently in advertisements?
9.

(* below is a sample graphic organiser for investigations that teachers can work through with their students)

Concept/Scenario: Do toy catalogues just stereotype girls and boys? Or Can boys like girl toys?	
Known or agreed upon: •	Confusions or contradictions:
Resolution:	

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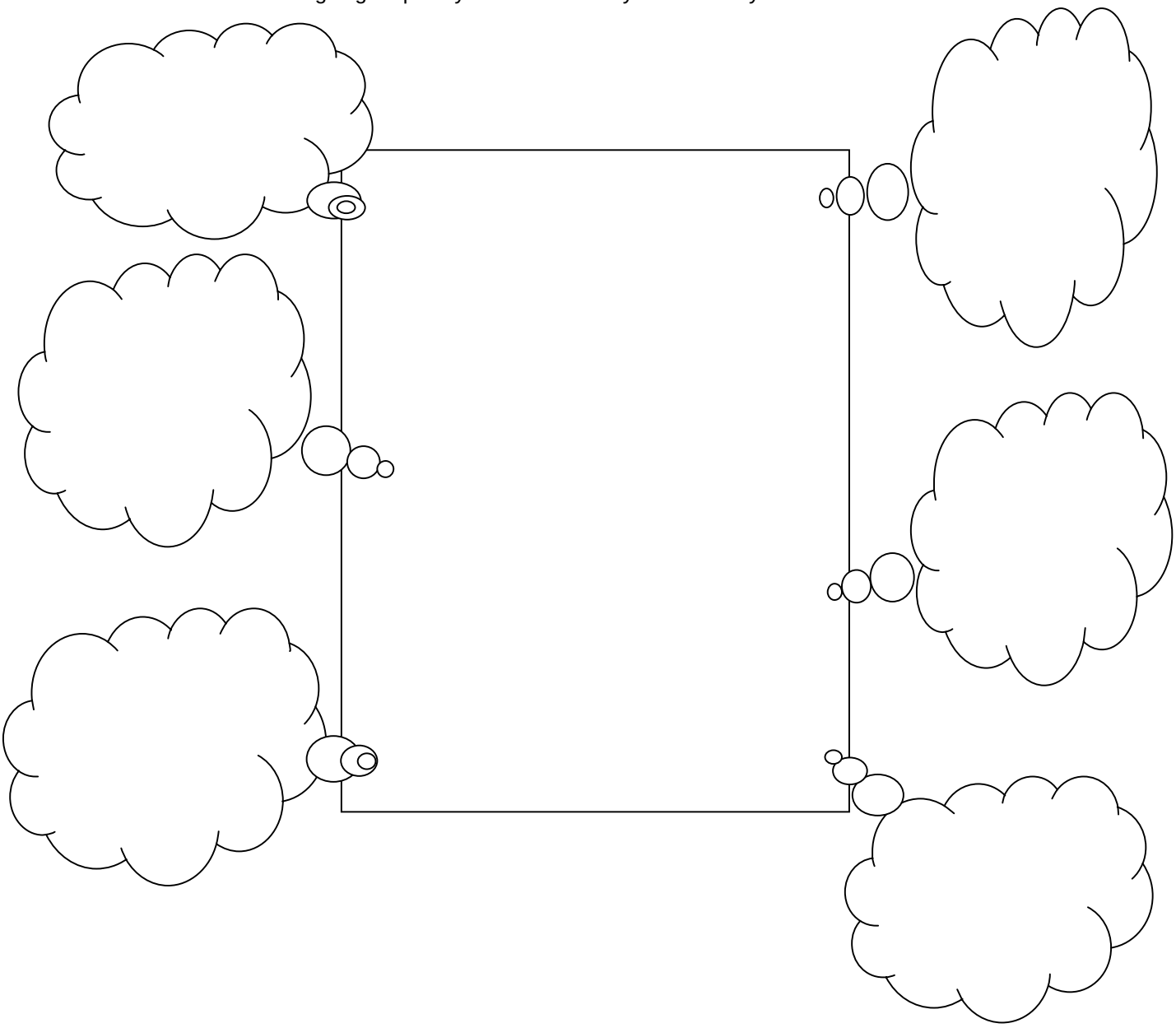
Dimension 3: Extending and Refining Knowledge
Abstracting

My Profile of a child I have surveyed

Class Discussion:

We are all different with unique interest and tastes. From the answers to your questions you asked the children from the preschool come up with what you think girls and boys are really like.

1. Find a picture/draw your own picture of a girl/boy.
2. In the empty bubbles can you come up with characteristics that give us a clue as to who they are, what they like and what they like to do?
3. Use a metaphor to describe boys/girls e.g. girls are like candy, they are all sweet.
4. Share your ideas with the rest of the class and come up with some ideas of what type of toys could go into a new toy catalogue.
5. As a small group design a new toy catalogue, you can use existing toys or the toys you will be designing. Explain your choices of toys from what you now know about children.



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Dimension 4: Use Knowledge Meaningfully
Invention: designing activity

Adopt/ Adapt or Design a New Toy

The following strategy could be used to help scaffold students ideas for designing a new toy for a young child.

S.C.A.M.P.E.R

Working in small groups, choose a toy from the toy catalogue to use in this activity. Select any **3** of the SCAMPER stages to help you redesign and modify your original toy.

S – Substitute:
How might your toy be different if you substituted one aspect of the toy with something totally different eg If your toy was a skateboard and you changed the wheels into a turbo booster? What other parts of your toy could you substitute?

C – Combine:
How might your toy have changed if you could combine it with another popular toy or object in your home/environment to form a brand new toy? Eg a racing car and a walkie talkie.

A – Adapt:
How might your toy change if you adapted the design to suit another person (girl/boy, older age/younger age) or situation (land toy now a pool toy)? Eg volley ball game to be a pool game

M – Modify/Magnify/Minimise
Emphasise one aspect of your toy, by enlarging or reducing its size in relation to the rest of the object. Eg Tea Pot draw the sprout twice the size compared to the rest of the teapot

P – Put to Use:
How could you use your toy in a different way than the manufacturer's intentions? E.g. Instead of a doll, it becomes a large storage solution to help pack up toys

E – Eliminate:
Redraw your Popular Art object, but eliminate/ignore an aspect of the design.

R – Re-arrange:
Identify all the components of your toy and redraw them with a different configuration. E.g. transformer

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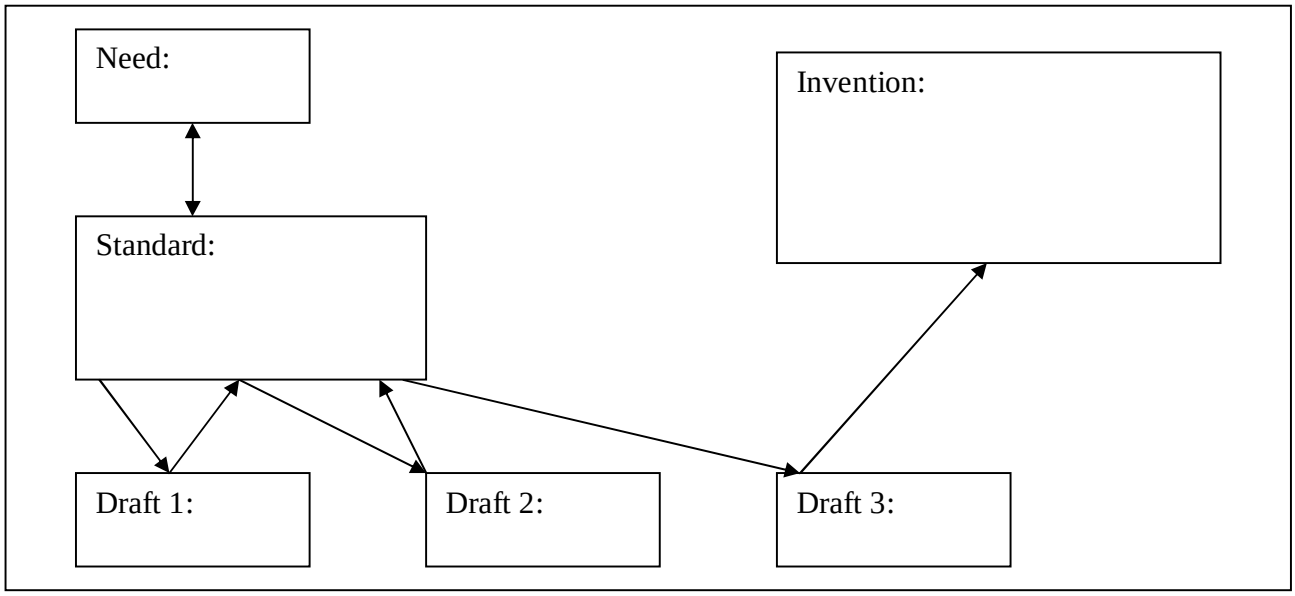
Dimension 4: Use Knowledge Meaningfully
Invention:

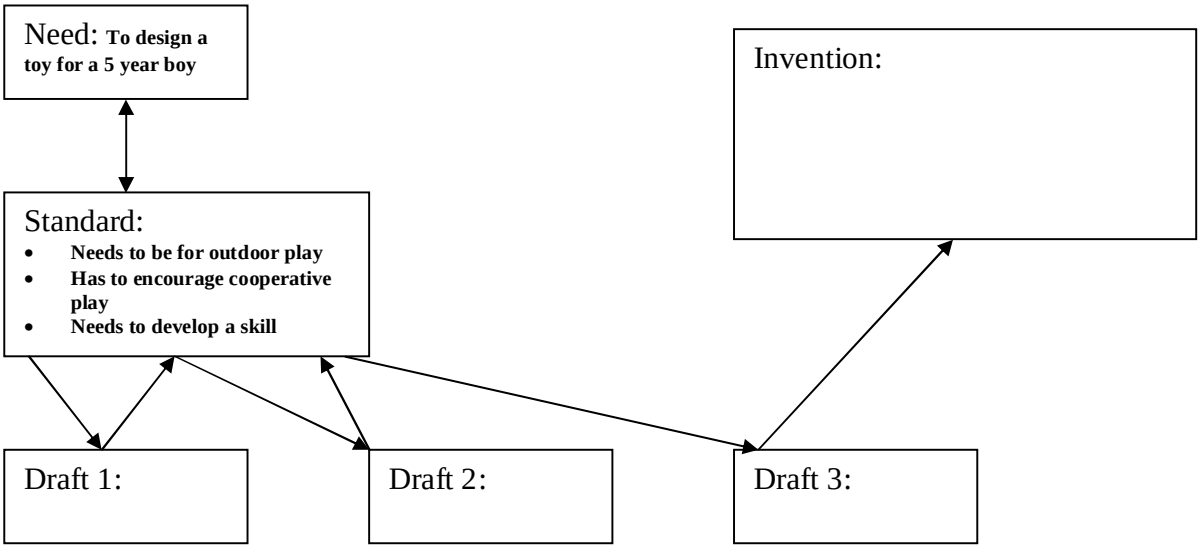
Invention – New toy

Students are to use the Invention graphic organiser to help them design a final toy to meet their standards

As a group task use your data gathered develop a design brief for a new toy or adapt an existing toy to cater to the interest of at least one child you surveyed. (You do not have to make it)



*example solution



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Dimension 1: Attitudes and Perceptions
Helping students identify positive attitudes and perceptions about classroom tasks:

Giving Peer Feedback
PMI on Toy Invention

Your group will need to complete a PMI for each of the other groups' toy brief.

group	Positives	Minuses	Interesting Points
A			
B			
C			

Questions you might need to keep in mind when filling in this table:

i) What type of things do you already know about children and the type of toys they like?
ii) What type of child would suit this toy?
iii) Are their any other issues related to this toy e.g safety, size?
iv) What did you like about each of the toys?

a) Have a look at another groups PMI chart and pick 2 questions from the list below and use them to comment on their feedback table:

- One thing I have learnt is…..
- One thing I would like to find out more about is.…
- One thing I would have liked to have seen in your table is…..
- One thing I found funny was.…
- One thing I enjoyed was.…
- One thing I found hard to understand was …
- One interesting fact was.…
- Something that surprised me was.…
- One thing this reminds me of is.…
- One thing I did not like was……

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Appendix

S.C.A.M.P.E.R.

The S.C.A.M.P.E.R technique can stimulate imaginative ideas for problem solving. The teacher can apply this strategy by directing questions about how the problem can be solved in a variety of different and creative ways.

S	**SUBSTITUTE**	• What could you do instead ? • What would work as well or better? • What might have happened if …… instead of…..?
C	**COMBINE**	• What ideas could you join together? • What might work well together? • How could the problem / story change if …. Happened instead of ……
A	**ADAPT**	• How would the story / problem change if…? • Would you change the way you solve the problem if…?
M	**MODIFY MAGNIFY MINIMISE**	• Retell the story / rethink the problem so that it has a different form. • What would happen if you changed the characters / set/ plot ? • How can you make the problem more serious? • How can you make the problem less important?
P	**PUT TO OTHER USES.**	• How could you use …. in a different way? • What are some new ways that you could apply …..?
E	**ELIMINATE**	• What could you take away to help you solve this problem? • Recount the problem / retell the story without ……. • What could you do without to solve this problem?
R	**RE-ARRANGE REVERSE.**	• How could you have turned this problem around? • What would have happened if ….. had happened instead of……? • Can you change the parts, order, layout or sequence of your problem?

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